PART P TEACHER EDUCATION POLICY

1.00 Introduction

This policy describes the performance-based teacher preparation model adopted in Colorado. It outlines the criteria and procedures for approving teacher preparation programs in Colorado. It lists the statutory criteria and the corresponding performance measures that new programs must meet to qualify its graduates for state licensure and against which existing programs are evaluated. The policy describes the review processes and accountability measures that pertain to teacher education programs. All teacher preparation programs shall be discontinued as of July 1, 2001, unless re-approved prior to this date under the review process outlined in this policy.

The policy applies to all programs at public institutions of higher education operating in Colorado that prepare entry-level classroom teachers. It does not apply to programs that prepare school administrators or special service licensure areas (e.g., school nurse, occupational therapist).

2.00 Statutory Authority

By statute, the Colorado Commission on Higher Education has responsibility to define the criteria and guidelines for higher education academic degree programs. The statute (C.R.S. 23-1-107(1)) reads:

The commission shall review and approve, consistent with the institutional role and mission and statewide educational needs, the proposal for any new program before its establishment in any institution. No institution shall establish a new program without first receiving the approval of the commission. As used in this subsection (1), "new program" includes any new curriculum that would lead to a new vocational or academic degree. The commission shall further define what constitutes an academic or vocational program and shall establish criteria or guidelines that define programs and procedures for approval of new academic or vocational program offerings.

and C.R.S. 23-1-121 which states:

On or before July 1, 2000, the Commission shall adopt policies establishing the requirements for teacher preparation programs offered by institutions of higher education. At minimum the requirements shall ensure that each teacher preparation program may be completed

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within four academic years, is designed on a performance-based model, and addresses the statutory criteria.

3.00 Goals, Principles, and Terminology

3.01 Policy Goals

The primary goal of CCHE's *Teacher Education Policy* is to ensure the quality of teacher preparation. To address the policy goal, the policy does the following:

- 3.01.01 Establishes the requirements for teacher preparation programs, including entry-level teacher preparation programs [23-1-121 (2)].
- 3.01.02 Specifies the process and protocol for a statewide review of all programs with current teacher preparation approval, beginning July 1, 2000, and concluding June 30, 2001. All teacher preparation programs will be discontinued on July 1, 2001, unless reauthorized by CCHE under the proposed review process.
- 3.01.03 Requires annual monitoring of the effectiveness of teacher preparation programs [23-1-121 (3)].
- 3.01.04 Requires a periodic review of teacher education programs, at least once every five years.
- 3.01.05 Implements procedures for collecting and reviewing evaluative data of teacher education programs, including performance on professional tests.
- 3.01.06 Proposes a process for developing a reward system for field-based activity of faculty and supervising teachers.
- 3.01.07 Specifies a process for collaborating with the governing boards to define the information to be included in the annual report to the education committees of the General Assembly.
- 3.01.08 Requires an annual report on the performance and quality of teacher education programs to the legislative education committees, beginning January 2002 [22-60.5-116.5].

3.02 Principles

CCHE's *Teacher Education Policy* is based on the following principles:

3.02.01 Educator preparation is a shared enterprise among the Colorado Commission on Higher Education, the Colorado State Board of Education (SBE), institutions of higher education, and school districts. In this context, the Commission on Higher Education has responsibility for the approval and

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review of entry-level programs designed to prepare teachers while the Colorado State Board of Education is authorized to develop the professional content standards and license the graduates of approved teacher preparation programs.

- 3.02.02 Teacher preparation programs are student-centered and performance-based. Consequently, they are evaluated by the students' performance and the criteria listed in Section 4 of this policy.
- 3.02.03 Programs designed to prepare teachers must be responsive to rapidly changing needs or requirements for school district positions, including:
 - Technology and its role in instructional delivery.
 - Ability to communicate with students, parents and guardians regarding educational progress and student behavior.
 - Ability to assess student learning and modify curriculum based on assessment results.
 - Classroom management techniques.
 - Ability to apply knowledge to the P-12 classroom and adapt instruction in ways that enhance student learning.
- 3.02.04 The degree that content knowledge, field experience, and professional knowledge are integrated into a performance-based model determines the strength of a teacher preparation program.

3.03 Terminology

<u>Approved Teacher Preparation Program</u> is a teacher education program that has been reviewed pursuant to the provisions of C.R.S. 23-1-121, meets the performance-based standards established by the Commission and the requirements of 23-1-108 and 23-1-116, and has been granted teacher preparation approval by the Commission.

<u>Assessment</u> is defined as the method used to collect evidence of what a student knows and is able to do.

Content Standards are the specific statements of what a K-12 student should know or be able to do in specified academic areas. The State Board of Education adopted model content standards that define what students enrolled in Colorado's K-12 public schools should know and be able to do at certain threshold points in their schooling—at fourth grade, at eighth grade, and as they approach graduation from high school—in order to be considered proficient in subject content areas. All students in a teacher education program will be assessed on their knowledge and ability to teach the content that corresponds to the level they intend to teach (e.g., English secondary).

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<u>Degree program</u>, as defined in statute, means a CCHE-approved program of study with a defined curriculum that leads to a formal diploma. In the context of this policy, a teacher preparation degree program includes four curricular components:

a) General education curriculum

The curriculum that provides skills acquisition and broad knowledge across the arts and sciences. Students who complete the general education core curriculum will demonstrate proficiency in oral and written communication, mathematics, critical thinking, social sciences, humanities, and science.

b) Content Knowledge

The portion of the curriculum that provides the content knowledge that aligns with the State Board of Education's endorsement standards, typically called the academic major. The academic majors or degree programs eligible for entry-level teacher preparation approval include:

- Degree programs in specific fields of study that are aligned with the curriculum of the public schools.
- Interdisciplinary degree programs that are structured to address the P-12 content standards that apply to a particular licensure level.

c) Professional knowledge

Courses and experience that develop knowledge and skills designed to apply the content knowledge in the classroom meet the State's professional knowledge standards, and link practice and theory.

d) Field-based experience

Experiences designed for students to apply content and professional knowledge in authentic school settings under the supervision of teachers and faculty. Field-based training may include a variety of experiences associated with teaching in supervised settings, e.g., classroom observations, assisting licensed teachers in school settings, practica, student teaching and internships or integrate all experiences under a partner school model. Student teaching is a field-based experience in which teacher candidates demonstrate their competence to develop curriculum, teach and assess students, and diagnose learning difficulties in a specific classroom setting over an extended period of time under supervision of a lead or master teacher.

Field experiences must account for a minimum of 800 clock hours in the teacher preparation program.

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<u>Endorsement</u> is the designation on a license that the holder is authorized to teach a specific grade or developmental level (e.g., elementary), subject area (e.g., language arts), or special service area (e.g., counselor).

<u>Entry-level teacher preparation programs</u> include baccalaureate degrees, post-baccalaureate programs, alternative teacher programs, and teacher-in-residence programs. Under C.R.S. 23-1-121, CCHE will specifically approve the baccalaureate and post-baccalaureate entry-level teacher preparation programs. SBE approves the alternative and teacher-in-residence programs.

<u>Licensure</u> refers to the system and criteria that authorizes individuals to teach in Colorado public schools. The Colorado State Board of Education is the agency authorized to license teacher education candidates, including provisional license for entry-level educators, professional license for experienced educators, and master certification for highly accomplished educators. Provisional licenses are issued to persons who hold approved bachelors' degrees, have completed a degree program that is approved for teacher preparation, an alternative licensure program, or a teacher in residence program and have demonstrated professional competencies as specified by the Colorado State Board of Education.

The Colorado Commission of Higher Education is the agency authorized to approve teacher preparation programs offered in Colorado that qualify graduates for licensure.

A Professional Development School (PDS) is a P-12 school at which a professional community of higher education faculty and teachers jointly prepare future teachers and improve schooling. Classes, practica, and activities may occur on-site at the P-12 school. In a PDS relationship, the higher education faculty have significant presence in the school, and school faculty have a substantive voice in shaping the teacher education program. In a PDS, prospective teachers fully participate in the teaching/learning environment over an extended period of time, so that clinical experiences have a sense of continuity and coherence. The same activities may be extended to an attendance area including elementary, middle, and high schools, or in some cases to a district.

<u>Performance-based model</u> refers to a system that evaluates each teacher preparation program against the performance standards as defined and adopted by the Commission, and the professional knowledge content standards adopted by the Colorado State Board of Education. Sections 4.01–4.07 of this policy specify the performance criteria that apply to the approval or review of an entry-level teacher preparation program. Teacher education programs that fail to meet the performance criteria will not be approved, will be placed on probation, or will be discontinued.

<u>Performance-based standards</u> refer to a set of prescribed standards that teacher candidates must know and be able to do.

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<u>Post-Baccalaureate Teacher Education Program</u> is designed to supplement the academic background of students who have completed an undergraduate degree program, i.e., Bachelor of Arts (BA) or Bachelor of Science (BS). This program is intended for people who decide upon a teaching career after college graduation or those interested in changing careers. In the context of this policy, a teacher preparation post-baccalaureate program includes two curricular components: professional knowledge and field experience and admission standards that assess the applicant's content knowledge to a curriculum. At institutions that offer approved masters' degrees, post-baccalaureate credits may apply toward masters' degree graduation requirements.

<u>Quality Indicator System</u> refers to CCHE's policy that measures and rewards institutions for performance on specified indicators.

<u>Teacher Candidate</u> means a person who is participating in an approved teacher preparation program in order to enter the teaching profession (i.e., entry-level licensure).

<u>Teacher Preparation Program</u> is defined as a CCHE-approved program of study specifically designed to prepare teacher candidates to instruct K-12 students.

4.00 Criteria for a Performance-Based Teacher Education Program

Beginning July 1, 2000, the Commission shall use performance-based criteria specified in this section to review and approve entry-level teacher preparation programs, including proposals for new programs. Teacher preparation programs will be evaluated on the evidence supporting a performance-based model (Appendix A). Recommendation for approval by the Colorado Department of Education is a necessary but insufficient factor for Commission approval. In its review, the Commission will evaluate whether all programs requesting teacher education approval meet criteria 4.01 through 4.07.

- 4.01 Public institutions shall ensure that each teacher preparation program may be completed within four academic years and designed and implemented in accordance with the higher education Quality Assurance Act.
- 4.02 Each program will demonstrate that it has a comprehensive admissions system including screening and counseling for students considering becoming teacher candidates.
- 4.03 Each program will demonstrate that it has an on-going screening and counseling of teacher candidates by practicing teachers or faculty members.
- 4.04 Each program will demonstrate that its course work and field-based training integrates theory and practice and educates teacher candidates in methodologies,

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- practices, and procedures of teaching standards-based education, specifically in teaching the content defined in the state model content standards.
- 4.05 The curriculum of each program will ensure that each teacher education candidate completes a minimum of 800 hours of supervised field based experience that relates to predetermined learning standards.
- 4.06 Each program will document the demonstrated skills required for licensure of each candidate prior to graduation.
- 4.07 Each program will provide ongoing, comprehensive assessment including evaluation of each teacher candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

5.00 Approval Process for New Teacher Preparation Programs

Any institution of higher education that chooses to offer a new teacher preparation program shall submit a proposal requesting Commission approval. The Commission, in conjunction with the State Board of Education, shall review each teacher preparation proposal submitted by an institution of higher education.

- 5.01 CCHE will follow its existing program approval process for requests for teacher preparation approval.
 - 5.01.01 These type of teacher preparation program approval requests require a concept paper and full proposal:
 - New teacher preparation degree programs.
 - New post-baccalaureate programs.
 - 5.01.02 These type of teacher preparation program approval requests require a full proposal:
 - CCHE-approved degree programs requesting teacher preparation approval.
 - Modifications to existing degree programs.
 - 5.01.03 Public institutions with approved teacher education programs do not require additional approval to offer these programs as cash-funded programs.
- 5.02 The Commission will request the State Board of Education to review the professional content of each teacher preparation prior to its consideration. The State Board of Education reviews the proposal to determine if the program content is designed and implemented in a manner that will enable a teacher candidate to meet the requirements specified by the State Board of Education.
 - 5.02.01 If the State Board of Education confirms that the content portion of the program is aligned with the State Board of Education's performance standards

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adopted January 2000, CCHE shall review the proposal using the performance-based criteria specified in Section 4.00 of this policy.

- 5.02.02 If the State Board of Education does not recommend CCHE consideration because the program content does not meet the SBE standards, CCHE will disapprove the request.
- 5.03 CCHE will evaluate the proposal using the criteria specified in Section 4.00 of this policy and present a recommendation for Commission action. Proposals submitted prior to April 1 will be considered in June. Proposals submitted prior to November 1 will be considered in January.

6.00 Review Processes for Approved Teacher Preparation Programs

This section describes the three review processes that apply to teacher education programs, including the 2000-2001 Statewide Review, the Five-Year Review, and review process for an institution reward system.

6.01 2000-2001 Review Process

The process for existing programs with current teacher preparation approval will be conducted by CCHE in collaboration with the Colorado State Board of Education and occur between July 1, 2000, and conclude June 30, 2001. The review process consists of seven steps, including (1) scheduling the site visit, (2) institutional submission of evidence supporting the performance measures, (3) review of submitted evidence prior to the site visit, (4) a site visit by the review team, (5) CCHE written notification of approval recommendations to the institutions, (6) an appeals process, and (7) formal action by the Commission.

- 6.01.01 The institution will formally request a site visit indicating the programs that are designed to meet the criteria specified in this policy. CCHE will confirm the dates and provide a description of the materials the institution needs to submit to CCHE 30 days prior to the site visit.
- The institutions will submit materials documenting how the degree programs meet the program criteria specified in Section 4.00.
- 6.01.03 The review team will review the submitted evidence prior to the site visit to identify program strengths and weaknesses or missing information needed to support the performance criteria defined in this policy. Appendix A provides a detailed list of performance indicators and measures.
- 6.01.04 The review team will conduct an on-site review focusing on the results of the preliminary review and the performance criteria that are best evaluated by demonstration. The site visit will consist of an entrance interview, program review, and an exit interview.

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6.01.05 CCHE will notify the institution of its initial recommendation within ten days of the completed site visit.

6.01.05.01 The review team will forward its findings in writing to CCHE within five days of a completed site visit.

6.01.05.02 CCHE will notify each institution of its preliminary recommendation for each program reviewed within ten days of a completed site visit.

An institution may submit a rejoinder to address the findings or if necessary, request a second visit to address the findings of the review panel. The second site visit must occur prior to March 31 and is subject to time availability of the review team.

6.01.05.04 CCHE will prepare a recommendation using the findings of the joint review team and formally share a written recommendation with the governing board at least 30 days prior to the June 1, 2001, Commission meeting. The staff may recommend that the Commission approve, discontinue, or place a teacher education program on probation.

The staff will recommend full approval of a teacher preparation program that meets the performance criteria adopted by the Commission and the professional content standards adopted by the State Board of Education.

The staff will recommend a one-year probation for programs that meet the professional content standards but fail to meet one or more of the performance-based criteria defined by the Commission. As defined in statute, a probationary program may not admit students into the program until it receives Commission approval Probationary approval is not renewable; the program must reapply for approval and comply with the procedures specified in Section 5.00.

The staff will discontinue a program that does not meet the State Board of Education adopted teacher preparation standards.

6.01.06 Under CCHE's appeals process, a governing board may appeal a recommendation that places a program on probation or discontinues a teacher education program.

6.01.06.01 To initiate an appeal, the governing board shall submit a written request identifying the program and the reasons why it is

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contesting the recommendation. This material will be included in the agenda materials.

6.01.06.02 The representative of the governing board filing an appeal shall have an opportunity to testify at the June 1 Commission meeting.

6.01.07 The Commission will act on the teacher preparation approval recommendations, including any programs that appealed the staff recommendation. Program approval requires six affirmative Commission votes. The Commission's action is binding.

6.01.07.01 If the Commission votes to discontinue a teacher preparation program, the decision is effective immediately. The institution may not admit, re-admit, or enroll new students effective July 1, 2001.

6.01.07.02 Students enrolled in a discontinued program at the time of the Commission action may complete their degree program under the original graduation requirements. Under State statute these students have a maximum of four years to complete the graduation and licensure requirements, i.e., under June 30, 2005. The institution shall advise students who do not appear able to complete the requirements into a degree program approved for teacher preparation.

6.01.02 Protocol for the 2000-2001 Review of Teacher Education Programs.

6.01.02.01 Prior to June 30, 2000, CCHE, in consultation with the State Board of Education, will refine the protocol for the site review, incorporate the recommendations of the Measurement and Assessment Committee, and specify the materials required for the review.

To schedule the review, each institution shall notify CCHE of the preferred dates for its site visit prior to July 15, 2000. The site visit must occur between July 1, 2000 and March 31, 2001. Institutions are encouraged to schedule a review as early as possible.

6.01.02.03 CCHE will coordinate the review schedule and confirm the site visit dates by July 31, 2000, including scheduling any institutions that have not identified the preferred review dates.

6.01.02.04 CCHE will solicit nominations from each teacher preparation constituency and select the site visit team. At minimum, the review team will consist of the designated CCHE and CDE representatives and three other members who represent the key teacher education constituents.

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Each review team member will participate in an orientation session prior to participating in the on-site review.

6.01.02.06 Each institution will confirm the final review dates 60 days prior to the scheduled review, including the licensure areas and associated teacher preparation programs that the institution is requesting reauthorization.

6.01.02.07 Each institution will submit materials required for the site visit 30 days prior to the scheduled site visit. If the material is not provided, the site visit will be rescheduled at the convenience of the review team.

6.02 Five-Year Review Cycle

- 6.02.01 To address the policy goal of continuous improvement of teacher preparation programs, CCHE policy requires that each approved program undergo a periodic review.
- 6.02.02 Following the 2000-2001 Joint Review of Teacher Education Programs, the Commission will establish a schedule for reviewing each approved teacher preparation program to ensure that it is reviewed at least every five years.

6.03 Institutional reward system for field based activity

Following the adoption of this policy, CCHE will convene a working group to develop a system that recognizes and rewards the level of involvement of faculty in field-based activity. CCHE will present recommendations for a reward system to the Commission at the first Commission meeting scheduled during the 2001-2002 academic year. The recommendations will incorporate the findings from the 2000-2001 joint program review.

7.00 Data Reporting and Accountability

- 7.01 CCHE in consultation with the governing boards will define the necessary data elements to monitor and evaluate the performance standards defined in statute and CCHE policy. To meet state and federal reporting dates, the mandatory date for collecting evaluative data pertaining to teacher education programs, including performance on professional tests, is July 1, 2000. Institutions are encouraged to provide data for 1999–2000 if possible on student enrollment.
- 7.02 CCHE will collaborate with the governing boards to specify the information and the approach for conducting the evaluation of teacher education programs that will be provided in the annual report to the education committees of the General Assembly.

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- 7.03 Beginning January 2002, CCHE will submit an annual report on the performance, quality, and effectiveness of teacher education programs to the house and senate education committees.
- 7.04 CCHE and CDE will develop a memorandum of understanding that facilitates data sharing among the agencies regarding the key performance indicators, to follow-up on the placement, classroom performance, and licensure areas of students prepared in approved teacher education programs. The sharing of data among state agencies for educational purposes is supported in federal and state law. Any agreement will conform to state and federal privacy laws.

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Statutory Performance Measures	Performance Indicators	Evidence for Joint Review & New Proposals (2000-2001) [Evidence to show program is designed to achieve performance measure]	Curr. Review	Site Review	Evidence for Five-Year Review [Evidence that shows the program achieved the measure]	S U R D S	I N S T	D E P T
A. Admission System (Comprehensive admission system which includes screening and counseling for students	(1) Institution has adopted appropriate admission criteria for baccalaureate or post- baccalaureate teacher education programs.	Admission policy that specifies minimum qualifications for admission. Analysis of accepted teacher			Student profile of teacher ed candidates for the past 5 years of entering cohorts by teacher ed program, including demographic and academic profile.			
who are considering becoming teacher candidates)	education programs.	education candidates by admission criteria OR Analysis of students enrolled in degree program by admission criteria.						
		All teacher education candidates are reported and coded appropriately on the SURDS Spring 2000 Enrollment file.			Correlation between admission standards and student success in completing teacher education program.			
		 a) Baccalaureate programs: # of applicants that demonstrate college writing and mathematical literacy skills. OR b) Post-baccalaureate programs: # of applicants that pass the PLACE content examinations. 			a) Baccalaureate programs: # of applicants that demonstrate college writing and mathematical literacy skills. OR b) Post-baccalaureate programs: # of applicants that pass the PLACE content examinations.			X
	(2) Multiple entry points exist for students considering teacher education	Negotiated transfer agreement with community college that defines the required general education courses for teacher education (public institutions only).			Data analysis showing junior standing of transfer students at point of entry and time-to-degree.			

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Statutory Performance Measures	Performance Indicators	Evidence for Joint Review & New Proposals (2000-2001) [Evidence to show program is designed to achieve performance measure]	Curr. Review	Site Review	Evidence for Five-Year Review [Evidence that shows the program achieved the measure]	S U R D S	I N S T	D E P T
	(3) Institution has implemented a screening process that identifies successful teacher education candidates.	# of sophomore students by degree program # of sophomores by degree program with cumulative GPA of 2.5 or above. # of sophomores by degree program who demonstrated college writing proficiency. # of sophomore by degree programs that meet or exceed the institution's admission criteria.			# accepted teacher ed. candidates # of accepted teacher ed. students with cumulative GPA of 2.5 or above. # of accepted teacher ed students who demonstrate college writing proficiency # of accepted teacher ed students by program who have had previous experience working with children			
		Each program has adopted and published a written policy that describes the academic and professional expectations of teacher candidates. Each program has established criteria to assess a candidate's aptitude to relate to children.						

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Statutory Performance Measures	Performance Indicators	Evidence for Joint Review & New Proposals (2000-2001) [Evidence to show program is designed to achieve performance measure]	Curr. Review	Site Review	Evidence for Five-Year Review [Evidence that shows the program achieved the measure]	S U R D S	I N S T	D E P T
	(4) Institution has implemented a counseling process to advise and position future teacher education candidates to be successful.	Counseling system that documents the advice an applicant receives regarding appropriate courses, including but not limited to advising history in student files, computer advising, holds on registration status.			# and % of teacher education students who passed sophomore exam (i.e., have broad content knowledge in math, communication, science, social science, humanities)			X
B. Ongoing screening and counseling of teacher candidates by practicing teachers or faculty members	(1) Faculty members are responsible for meeting with assigned teacher education candidates at least once per term. List of assigned counseling responsibilities by faculty member and assigned student advisees. Defined guidelines and process for referring, counseling, and redirecting teacher candidates that do not meet the expectations of a successful teacher education candidate as							
	(2) Curriculum is designed to address content deficiencies of post-baccalaureate applicants (i.e., those who fail to pass the PLACE content exam on first attempt).	defined in program criteria. Data-driven advising system is in place and functioning that ensures that academic and professional progress of candidates are monitored regularly.						

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Statutory	Performance	Evidence for Joint Review &	Curr.	Site	Evidence for Five-Year	S	I	D
Performance Measures	Indicators	New Proposals (2000-2001)	Review	Review	Review [Evidence that shows	U	N	E
		[Evidence to show program is			the program achieved the	R	S	P
		designed to achieve			measure]	D	T	T
		performance measure]				S		
	(3) Each candidate	Student records contain						
	meets with faculty	information on the advice						
	members regularly to	provided by the faculty advisor,						
	discuss curriculum	the action taken by the student,						
	plans and ways to	including actions or advise						
	integrate field	given to students who may not						
	experience with	be suited for the teaching						
	content knowledge.	profession.						
		Retention rate of teacher ed.						
		candidates and strategies that are in place to ensure strong						
		retention.						
		retention.						
		Profile of candidates that are no						
		longer in teacher ed. program.						
C. Course work and	(1) The undergraduate	CURRICULUM REVIEW by			Graduation analysis of			
field based training	curriculum of	Review Team to ascertain the			bachelor degree students			
that integrates theory	teacher education	likelihood of four-year			- early admission			
and practice (i.e., early	program is	graduation and the absence of			- changed majors			
field experience) and	designed that so a	hidden prerequisites.			- transfer			
educates teacher	teacher ed. student	• •						
candidates in the	can complete it in				Comparative analysis of			
methodologies,	four academic				students academic			
practices and	years.				performance (GPA, retention,			
procedures of teaching					time-to-degree) by degree			

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Statutory	Performance	Evidence for Joint Review &	Curr.	Site	Evidence for Five-Year	S	I	D
Performance Measures	Indicators	New Proposals (2000-2001)	Review	Review	Review [Evidence that shows	U	N	E
		[Evidence to show program is			the program achieved the	R	S	P
		designed to achieve			measure]	D	T	T
		performance measure]				S		
standard-based	(2) An appropriate	CURRICULUM REVIEW by			program, comparing			
education	mix of general	Review Team to ascertain the			- teacher education track			1
	education, content	breadth and depth of curriculum			- non-teaching tracks			1
	knowledge,	prepares the teacher ed.						1
	professional	candidate to successfully teach						1
	knowledge exists	in the Colorado standards-based						1
		classroom at the licensure level						1
		(elementary, middle school,						1
		secondary).						1
	(3) Course work and	A written framework exists for						1
	field experience	the teacher ed. program,						1
	integrates theory	identifying the knowledge,						1
	and practice.	skills, or dispositions to be						1
		developed in each course and						1
		field experience.						1
								1
		Analysis if required course						1
		sequences reflect the alignment						1
		of student learning goals to						1
		field experience (theory to						1
		practice).						1
		The institution, school of						1
		education, and the academic						İ
		department has a joint process						1
		for evaluating the students'						İ
		performance on PLACE content						İ
		tests and modifying the						İ
		curriculum appropriately.						İ
		curriculum appropriately.						1

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Statutory Performance Measures	Performance Indicators	Evidence for Joint Review & New Proposals (2000-2001) [Evidence to show program is designed to achieve performance measure]	Curr. Review	Site Review	Evidence for Five-Year Review [Evidence that shows the program achieved the measure]	S U R D	I N S T	D E P T
D. Each candidate completes a minimum of 800 hours of field experience that relates to predetermined learning standards	(1) Student teachers have a comprehensive, supervised field experience in a professional development school.	Defined field experience for the teacher candidate, with evidence indicating that each student has hands-on opportunities to deliver instruction, demonstrate how to adapt content knowledge to content standards, develop assessment tools to evaluate achievement of content standards, mentor individual students, diagnose learning difficulties, inform parents about students' progress and deficiencies, and ability to change teaching methods to respond to student needs.			Individual assessments of student performance in professional development schools. Evaluation of aggregate student performance and plans to enhance or improve field experience to ensure intensive hands-on experiences or respond to deficiencies identified in 1st Yr. Teacher survey.			
		Observation of review team of the strength of the field experience as measured by Scope, Frequency, Intensity Of each of the minimum components listed above.			Data from superintendents' survey regarding depth of field experience.			

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Statutory Performance Measures	Performance Indicators	Evidence for Joint Review & New Proposals (2000-2001) [Evidence to show program is designed to achieve performance measure]	Curr. Review	Site Review	Evidence for Five-Year Review [Evidence that shows the program achieved the measure]	S U R D	I N S T	D E P T
	(2) Student teachers are prepared prior to field experience to understand the state laws that pertain to the classroom (e.g., health and safety)	Required experience prior to field placement to learn about applicable state school laws.			Evaluation by cooperating teacher that student teachers are prepared to handle the common safety and legal issues associated with teaching. Evaluation by Principals that 1 st yr teachers are prepared to handle the common safety and legal issues associated with teaching.			
	(3) Student teachers are provided strong role models in the professional development schools to which they are assigned. (4) Student teachers	Criteria for selecting cooperating K-12 teachers for student field experience. List of cooperating teachers/ K-12 schools that meet criteria. Each student is pre-evaluated			Student responses from 1 st and 3 rd Yr. Teacher Survey regarding the relevance and strength of student teaching experience.			
	are provided continuous feedback and support from college faculty in professional school setting.	using PLACE or other content assessment data so that students are able to have a positive field experience and the faculty are able to provide appropriate support for the development of teacher candidate skills. Evaluation plan for student teachers in professional development schools.						

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Statutory Performance Measures	Performance Indicators	Evidence for Joint Review & New Proposals (2000-2001) [Evidence to show program is designed to achieve performance measure]	Curr. Review	Site Review	Evidence for Five-Year Review [Evidence that shows the program achieved the measure]	S U R D S	I N S T	D E P T
E. Demonstrate the skills required for licensure as specified by the State Board	(1) Graduates of teacher education programs meet the professional content standards as adopted by the SBE January 2000.	Curriculum Review of each degree program by CCHE/CDE Review Team to ensure that the curriculum provides sufficient preparation in: Literacy, Mathematics and Math literacy, Content standards and assessment, Content Classroom and instructional management, Individualized instruction Technology Educational governance Requires unqualified recommendation of the review panel.			LICENSURE DATA: % of teacher ed graduates who achieved Colorado licensure. PLACEMENT DATA of the graduating cohort for the past five years by program, including # teaching in field of study # teaching out of field # substitute teaching # teaching out of state # not pursuing teaching career			
		Analysis of student performance on PLACE examination. Samples of teacher candidate work in developing instructional units and assessments related to the content standards.			Correlation of student GPA to placement			

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Statutory Performance Measures	Performance Indicators	Evidence for Joint Review & New Proposals (2000-2001) [Evidence to show program is designed to achieve	Curr. Review	Site Review	Evidence for Five-Year Review [Evidence that shows the program achieved the measure]	S U R D	I N S T	D E P T
	(1) [7]	performance measure]			A 1 : C : 1 :	S		
F. Comprehensive assessment of candidate's knowledge of subject matter	(1) The student successfully demonstrates knowledge on written tests and in actual classroom settings.	Annotated curriculum that indicates how and when college faculty assess student's content mastery. Quality of performance-based assessments developed or implemented by the higher education institution.			Analysis of student performance on PLACE content examinations. Analysis of student achievement on other performance-based assessments (i.e., tests developed by faculty, national tests).			
	(2) The student is able to demonstrate knowledge of content during the field experience. (3) The first-year teacher is able to apply the content knowledge in the K-12 classroom	CURRICULUM REVIEW by Review Team that content knowledge relates directly to the curriculum taught in the K- 12 classroom. Results from 1 st and 3 rd Year teacher survey			Results from 1 st and 3 rd Year teacher survey Performance of K-12 students on CSAP tests or district tests where CSAP not administered taught by graduates of the program			

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Appendix B. Role and Mission of Public Four-Year Colleges and Universities.

- Masters' programs are restricted to certain institutions, including Adams State College, Colorado State University, the University of Colorado at Boulder, University of Colorado at Colorado Springs, University of Colorado at Denver and the University of Northern Colorado.
- Doctoral programs in teacher education are restricted to certain institutions, including Colorado State University, the University of Colorado at Boulder, University of Colorado at Denver and the University of Northern Colorado.

The **University of Northern Colorado** has a statutory role as the primary institution for teacher education, with responsibility for statewide delivery of instruction.

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